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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy
Number of pupils in academy	383 pupils
Proportion (%) of pupil premium eligible pupils	52.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 23
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Emma Day
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234, 065
Recovery premium funding allocation this academic year	£*****
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£234, 065
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan Statement of intent

Statement of intent

At Co-op Academy Clarice Cliff, we recognise that a high proportion of our pupils are identified as Pupil Premium and therefore may be termed "disadvantaged". Our academy aim is to ensure that we establish an inclusive culture of high expectations for all pupils, where pupil needs and not labels are used to drive our pupil premium strategy, with strong pastoral care at the heart of it. Our belief is that *"every interaction with disadvantaged pupils and their families has the power to bring about positive change"*.

We recognise the need to identify and understand the impact of socioeconomic disadvantage on learning. Addressing the associated gaps in learning helps us to establish solid foundations for building a comprehensive and effective package of support. Our strategy is based on early intervention which is critical in giving pupil premium pupils the best chance of enjoying and thriving throughout their school career.

By following these key principles, we believe that we can maximise the impact of our pupil premium spending. These principles are:

Building belief

Providing a culture where:

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff support children to develop "growth" mind-sets towards learning
- Every interaction with pupils and their families has the power to bring about positive change

Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the EEF) to support us in determining the strategies that will be most effective

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils through planning meetings and half termly pupil progress meetings
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide additional support where it is most needed

Improving Day to Day Teaching

We will continue to ensure that all children across the academy receive good teaching by providing effective CPD to ensure:

- High expectations
- Any within-school variance is addressed
- Good practice is shared within the school by drawing on internal and external expertise
- High quality diagnostic assessment

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention
- Targeted intervention within lessons

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions across phases
- Ensuring support staff have access to high quality CPD for interventions
- Working with other agencies to bring in additional expertise
- Providing additional support for parents
- Tailoring interventions to the needs of the child

The range of provision the Governors consider making include:

- Consistently strong quality first teaching for all pupils.
- High quality, evidence based intervention to provide early, targeted support.
- High quality CPD opportunities for all staff to ensure high quality teaching.
- Pastoral and behavioural support for pupils and their families.
- Support payment for activities, educational visits, residentials and school uniform to ensure children have access to high quality experiences that enhance their learning.
- Additional teaching and learning support based on effective diagnostic assessment.
- Support for ensuring consistently high attendance.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our attendance data over the last two years for pupil premium pupils is consistently below attendance of other pupils, including the % of pupils who are persistently absent. Attendance for disadvantaged pupils has been 2% lower than other pupils.</p> <p>During the previous year, of the 27% of pupils identified as persistently absent, 68.89% of these pupils were pupil premium. This impacted their exposure to the curriculum and interventions as well as their general well-being. Our assessment data has confirmed that absenteeism negatively impacts progress of disadvantaged pupils.</p>
2	<p>The % of disadvantaged pupils achieving the expected standard in reading and maths at KS2 is well below the national expectation for all pupils.</p> <p>In 2022, 46% of disadvantaged pupils achieved the expected standard in reading which is well below the national standards. 48% of disadvantaged pupils achieved the expected standard in maths.</p>
3	<p>There are low levels of language on entry to the academy which becomes a barrier to pupils accessing and making progress in all areas of the curriculum.</p> <p>On entry language screening of pupils to the EYFS indicate that pupils have low levels of language. This is supported by research into the language gaps that exist by the age of 5 between disadvantaged and other pupils.</p>
4	<p>The % of pupil premium pupils achieving the expected standard in phonics by the end of Key Stage 1 is below the national standard, having previously been in line or above. Pupils missed out on phonics teaching in Reception and Year 1 due to Covid. Regular assessments in phonics have identified many gaps in phonics knowledge across Reception, Year 1 and Year 2 which need to be addressed in order to narrow the attainment gap in phonics. This is supported by research by Alex Quigley that suggests "<i>one in four children will not read well in school and likely beyond</i>".</p>
5	<p>Parental engagement of vulnerable families in supporting pupils' learning and attendance.</p> <p>Analysis of attendance at family learning sessions, monitoring of planners / diaries, attendance at parents evenings and key meetings such as SATs meetings demonstrates that attendance of pupil premium parents is lower than other parents. This is supported by EEF research which identifies that "<i>it is crucial to</i></p>

consider how to engage with all parents to avoid widening attainment gaps".

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Good attendance secured for pupil premium pupils.	Attendance for pupil premium pupils will be 96%. Persistent absentee levels for pupil premium pupils will be 9%.
Improved reading attainment among disadvantaged pupils at KS2.	KS2 reading outcomes show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 65% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in phonics for disadvantaged pupils at the end of KS1.	Phonics results for disadvantaged pupils for the end of Year 2 will be above 85%.
Sustained and positive parental engagement which has a positive impact on the attainment and attendance of disadvantaged pupils.	Participation in family learning events, parents evenings and parent workshops will show at least 50% of disadvantaged pupil parents.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost	£113,424.00
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths leader to deliver regular CPD on using White Rose maths including how to track back for pupils.</i>	The EEF has completed research into "Improving Mathematics in Key Stage 2" and their recommendations summary provides guidance based on research to support schools in developing their maths approaches. This includes using	2

Coaching to be offered to staff in Y5 / Y6 alongside an external SLE.

Use of assessments to plan effectively.

Development of effective use of vocabulary within maths.

Planning support to be offered to all staff alongside the SLE.

Funding of staff release time to support this.

Access to the maths hub for all staff - release time to be funded.

assessment to build on pupils' existing knowledge, using manipulatives and representations and developing pupils' independence and motivation.

[Improving Mathematics in Key Stages 2 and 3 | EEF](#)

The DfE non-statutory guidance has been written in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:

[Mathematics guidance: key stages 1 and 2 - GOV.UK](#)

English and curriculum leader to complete an audit of language and vocabulary.

Deliver CPD on effective use of language and vocabulary.

CPD to be delivered around Rosenshine strategies.

EEF +7 - Metacognition and self-regulation approach

Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

EEF guide to pupil premium - tiered approach - teaching is the top priority including CPD.

[Rosenshine's Principles](#) combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:

- People learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support students whilst learning complex material

2, 3

<p><i>Phonics CPD for KS2 staff to be able to deliver the Little Wandle Rapid Catch Up Interventions.</i></p> <p><i>Ongoing coaching for infant staff who are already delivering phonics intervention and provision.</i></p>	<p>EEF +5 months High impact for very low cost based on very extensive evidence.</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach.</p> <p>Phonics EEF</p>	<p>4</p>
<p><i>Review of marking and feedback across the academy.</i></p> <p><i>Pupil voice surveys of marking and feedback.</i></p> <p><i>Staff survey of marking and feedback.</i></p> <p><i>New feedback policy to be created and embedded.</i></p>	<p>EEF +6 months Very high impact for very low cost based on extensive evidence.</p> <p>Providing feedback is a well-evidenced approach and has a high impact on learning outcomes.</p> <p>Feedback can be effective during, immediately after and some time after learning. Studies have shown positive effects of feedback from teachers and peers. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Feedback EEF</p>	<p>2, 3, 4</p>
<p><i>Identified staff in EYFS and KS1 to receive Talk Boost intervention training in order to deliver targeted intervention.</i></p> <p><i>Nursery practitioner to complete coaching of other staff to ensure consistency of approach of language and vocabulary.</i></p> <p><i>EYFS leader to monitor quality of provision.</i></p>	<p>EEF +6 months Very high impact for very low cost based on extensive evidence.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some studies also often report improved classroom climate and fewer behaviour issues following work on oral language.</p> <p>Oral language interventions EEF</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost

£58,217.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maths leader to develop interventions based on number sense.</i></p> <p><i>Maths interventions in Y5 and Y6 to be delivered by the Academic Mentor based on assessment evidence (Multiply and Add It Up).</i></p>	<p><u>EEF +4 - small group tuition</u> Small group tuition is defined as one educator working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p> <p>What research tells us is that students understand more complex functions when they have number sense and deep understanding of numerical principles, not blind memorization or fast recall (Boaler, 2009).</p> <p>Fluency without fear</p>	<p>2, 3</p>
<p><i>Rapid Catch Up phonics intervention to be delivered daily to identified pupils.</i></p> <p><i>Assessments to be completed half-termly.</i></p>	<p><u>EEF +5 - Phonics</u></p> <p>High impact for very low cost based on substantial evidence. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF toolkit phonics</p>	<p>4</p>
<p><i>School Led Tutor to deliver targeted Maths</i></p>	<p><u>EEF +4 - small group tuition</u> Small group tuition is defined as one educator working with 2-5 pupils together</p>	<p>2,3</p>

and reading intervention in Year 2.

in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.

It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.

[EEF toolkit small group tuition](#)

Early Talk Boost and Talk Boost interventions to be delivered.

EEF +6 - Oral Language interventions

Very high impact for very low cost.

Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.

Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.

Early Talk Boost and Talk Boost have been running across EYFS for a number of years and produce very positive outcomes for pupils' development of Early Language, particularly due to low on-entry data. The interventions will run for pupils identified from diagnostic assessment across the key stage, working within a small group.

The EEF identifies that programmes delivered one to one have a higher impact. Therefore, for pupils identified with a speech and language difficulty, one to one intervention will also be provided over a sustained period.

[EEF toolkit oral language interventions](#)

3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost

£55,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Liaison Officer to work with the DHT to monitor weekly patterns of attendance, send out letters according to the policy, hold attendance clinics and work with families to eradicate any barriers.</i></p> <p><i>Family Support Assistant to work with the School Liaison Officer to identify any families in need of an Early Help to address any attendance barriers.</i></p> <p><i>DHT to ensure information communicated to parents is accessible.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance</p>	<p>1</p>
<p><i>Range of Family Learning opportunities to be arranged throughout the year including adult learning and in school / class learning.</i></p>	<p><u>EEF +4 months - parental engagement</u></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF toolkit parental engagement</p>	<p>1,5</p>
<p><i>Relationships without Fear to be completed for Y4, 5 and 6 to enhance relationships education.</i></p>	<p><u>EEF +4 months - social and emotional learning</u></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of</p>	<p>1, 5</p>

	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Relationships without Fear has been delivered in the school for the past 7 years. The programme provides diagnostic feedback which indicates improvements in pupils' attitudes towards relationships and the ability to keep themselves safe. It has also provided excellent support in transition to secondary school.</p> <p>EEF toolkit social and emotional learning</p>	
<p><i>Behaviour policy to be reviewed through pupil interviews, learning walks and parent feedback.</i></p> <p><i>Additional support from the Director for Behaviour to support in reviewing and implementing the new behaviour policy.</i></p>	<p><u>EEF +4 - behaviour interventions</u></p> <p>Moderate impact for low cost based on limited evidence.</p> <p>Both targeted interventions and universal approaches have positive overall effectiveness. Professional development is an important part of ensuring high quality delivery and consistency across the school.</p> <p>EEF toolkit behaviour interventions</p> <p>Mental health and behaviour in schools - GOV.UK</p> <p>The Five Essential Steps of Emotion Coaching.</p>	<p>1, 2, 4, 5</p>

Total budgeted cost

Total budgeted cost	£227,281.50
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil premium strategy outcomes

Attendance

Pupil Premium attendance for the end of the academic year was 90.35%. Nationally attendance at the end of the year for pupil premium pupils was 90.5% (based on FFT data). Attendance for all pupils nationally was 92.8% (based on FFT data). Attendance for all pupils at CC was 91.96%. Attendance was below the expectations for the pupil premium plan. However there were many contributory factors towards this including the effects of Covid. The EWO and School Liaison Officer monitored attendance weekly and targeted families with lower attendance. Parents were swiftly invited into attendance clinics, home visits completed and Early Helps offered where appropriate. Case studies have been completed for pupils with improved attendance which details the amount of work put into supporting families.

Persistent absence levels at the end of the year were 27.58% for all pupils with 68.89% of these pupils being PP. The EWO support was provided twice per half term. However, the attendance team felt that this had very little impact on attendance for the cost. Therefore, for the following academic year, this support will be removed. The academy has now appointed a Family Support Assistant. Within this job role is support with attendance. Therefore the School Liaison Officer, Family Support Assistant and Deputy Head Teacher will be focusing on attendance with the academy completing the majority of the work and the Education Welfare Service being used to complete statutory work.

A range of extra curricular clubs have been offered across the year in order to promote good attendance and encourage pupils to come into school. This has covered a range of subjects and topics such as outdoor learning, fitness, music, sport as well as academic clubs. The extra-curricular clubs lead analysed the data on a termly basis to ensure pupil premium participation (data analysis reports are available).

A range of work has also been completed linked to parental engagement. A calendar of Family Learning events was delivered during the Spring and Summer Terms. These sessions were very well attended and received positive feedback. This included a literacy focus and anxiety sessions. Relationships Without Fear was also delivered to pupils in Year 4, 5 and 6 to prevent any pastoral barriers to attendance. This was successfully delivered and the resulting impact report demonstrated significant gains in pupils' understanding of keeping themselves safe (separate impact report available).

Improved attainment in reading and maths at KS2

Reading all pupils 2022 -60% - 2019 - 45%

Reading pupil premium 2022 - 46% - 2019 - 32%

Maths all pupils 2022 - 48% - 2019 - 45%

Maths pupil premium 2022 - 48% - 2019 - 29%

Attainment has improved for pupil premium pupils since the previous validated data in 2019. Gaps have reduced in Maths for pupil premium pupils to be in line with all pupils. However data overall was still below national for all pupils.

In reading, attainment for pupil premium pupils has improved by 14% since the previous set of validated data. However it is 14% below all pupils and attainment in reading at KS2 for all pupils is below national.

An academic mentor provided targeted support for Year 6 during the year. They provided targeted intervention for reading and maths (impact reports are available). Out of the 29 pupils who completed reading intervention, 55% achieved the expected standard. Out of the 30 pupils who completed maths intervention, 43% of pupils achieved the expected standard.

Pupil premium pupils also received booster sessions delivered by PetXi. Of the 25 pupils who attended, 44% of these pupils achieved the expected standard. 8% achieved greater depth. Tutor Trust also provided targeted one to one support on a weekly basis. Of the 21 pupils who completed this, 33% of pupils achieved the expected standard.

Reading and Maths booster sessions were also provided by teachers and support staff across the school through School Led Tutoring funding. Of the 26 pupils who attended the reading booster sessions, 50% of pupils achieved the expected standard. Of the 28 pupils who attended the maths booster sessions, 43% of pupils achieved the expected standard. The staff who delivered the booster sessions were already very familiar with the pupils and question level analysis was used to provide the targeted intervention. Of the interventions used, this and the academic mentor provided the most successful interventions and therefore will continue in the next academic year.

The Deputy Head Teacher delivered training for all staff on raising expectations for pupil premium pupils and the effective use of teaching assistants. This was based on work by Marc Rowlands and guidance from the EEF. This was also used to complete regular monitoring of pupil premium pupils including data analysis, book scrutinies, pupil interviews, pupil premium shadows and engagement with reading at home. This supported in implementing targeted intervention based on any identified barriers. Monitoring documents are available with further detail.

CPD was delivered by the curriculum lead on the effective use of Rosenshine's Principles and all staff were provided with the guide. However, due to a maternity leave, this work will continue to be embedded during 2022/23.

The Maths lead delivered CPD sessions to staff on the effective teaching of Maths. He also completed book scrutinies and some coaching sessions with individual staff. Staff were trained in using the RS Maths assessments question level analysis to identify and target gaps in learning. Staff produced maths medium term plans to show how they were adapting for this. Staff were trained on using journal work in Maths which were then monitored. All pupils completed weekly arithmetic tests which resulted in improvements. This was shown in the end of KS2 assessments where arithmetic was the strongest paper. However, a review of

Maths provision will be completed for 2022 / 23 in order to secure significant improvements in maths attainment.

Improved attainment in phonics for pupil premium pupils

Y1 phonics all pupils - 73% (81% in 2019). National is 76%

Y1 phonics pupil premium - 70% (79% in 2019). National is 62%.

Y2 phonics all pupils - 75% (91% in 2019). National is 87%.

Y2 phonics pupil premium - 71% (87% in 2019). National is 78%.

A new phonics scheme has been implemented during the year (Little Wandle). The Assistant Head Teacher has completed coaching, regular monitoring and whole staff CPD to ensure consistency of approach. Additional support and quality assurance has also been completed by the English hub. The scheme has an intensive assessment and teaching cycle which shows individual gains each half term (separate data is available for this). For pupils in Year 1 and Year 2, regular interventions were provided during the year to provide targeted catch up. This was delivered by support staff and the School Led Tutor. There have been some changes to staffing over the year due to staff absence and movement. However, overall there have been significant improvements over the year which will continue to be built on next year.

At the beginning of the year, 43% of pupils out of the Year 1 cohort were on track to achieve the expected standard. By the end of the year, 73% achieved the expected standard which was a 40% gain over the year.

At the beginning of the year, 24% of pupil premium pupils out of the Year 1 cohort were on track to achieve the expected standard. By the end of the year, 70% achieved the expected standard which was a 46% gain over the year.

At the beginning of the year, 64% of pupils out of the Year 2 cohort were on track to achieve the expected standard. By the end of the year, 75% of pupils achieved the expected standard which was an 11% gain over the year. However there was some mobility in the year group including four new pupils who joined the cohort just before the phonics screening check window, three of whom were significantly below the expected standard on arrival.

At the beginning of the year, 54% of pupil premium pupils out of the Year 2 cohort were on track to achieve the expected standard. By the end of the year, 71% of pupils achieved the expected standard which was a 17% gain over the year.

Further CPD and support will be included next year in KS2 to ensure that effective intervention is provided for pupils who did not meet the expected standard. Rapid Catch up interventions will also be purchased from Year 2 onwards to ensure that the percentage of pupils achieving the expected standard in Year 2 increases next year.

Improved attainment in Communication and Language for EYFS pupils by the end of the year

Nursery - Autumn baseline 46% of all pupils were on track in Communication and Language. This increased to 60% of pupils at the end of the year.

Nursery PP - Autumn baseline 50% of all pupils were on track in Communication and Language. This increased to 60% of pupils at the end of the year.

Reception - Autumn baseline 54% of all pupils were on track in Communication and Language. This increased to 76% of pupils at the end of the year.

Reception PP - Autumn baseline 55% of pupils were on track in Communication and Language. This increased to 71% of pupils at the end of the year.

Early Talk Boost and Talk Boost interventions took place during the Summer Term delivered by a highly trained member of support staff. All pupils who took place in the intervention made good progress (separate impact report available).

All EYFS staff took part in the Communication Counts CPD that was delivered by an EYFS practitioner who has completed their level 4 training. Based on this, staff completed reflective practice and adapted the curriculum to ensure there was a focus on developing communication across the key stage. This has resulted in a consistent approach to developing language and increases in attainment in communication and language which has previously been a lower attaining area across the key stage. This practice will continue next year with Talk Boost and Early Talk Boost provision being used to target the lowest attaining pupils.

Externally provided programmes

Programme	Provider
Relationships without Fear	GLOW

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Further information

